

1969

August 7, 1969

Committee on Academic Affairs

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## MINUTES OF THE COUNCIL ON ACADEMIC AFFAIRS

August 7, 1969

The Council on Academic Affairs held a meeting at 10:00 a.m. in Room 128, Booth Library.

Members present: Mr. Amos, Mr. Connelly, Mr. W. Keppler, Mr. McKenna, Mr. Ridgeway, Mr. Rooke, Miss Soderberg, Mr. Steinmetz, Mr. R. Weidner, and ex officio member, Mr. Moody. Members absent: None.

I. Minutes of July 31.

The minutes were approved as published.

II. Communications.

1. From Mr. Rooke - Suggested changes in catalog: (1) supporting Agenda Item 69-61; (2) regulation concerning requirement of 3.40 GPA at the end of the quarter preceding the quarter of graduation in order to graduate with honor - Agenda Item 69-63.
2. From Dean Williams - List of waivers granted and denied during the month of July - August 1.
3. From Vice President Moody - Request to approve an earlier effective date for Theatre Arts 460, 462, 464 - August 6.
4. From Dr. DiPietro - Request that the action on Agenda Item 69-48 not be made retroactive.

III. Proposal to Require Certain Academic Achievement of Post-Baccalaureate Students Who Are Not Candidates for a Degree - (Agenda Item 69-44).

Mr. Moody commented that the President demurred on the action taken by the Council concerning this item. He feels that the holder of a baccalaureate degree should be required to maintain the same academic standards as other undergraduate students while taking undergraduate courses at Eastern.

IV. New Course, Education 331 - (Agenda Item 69-26).

Dr. Stromquist was present to discuss, and to answer questions, concerning the proposed course.

Mr. Keppler moved and Mr. Connelly seconded the motion to approve the proposed course with the modifications stipulated (the effective date for implementation to be determined by the Council on Teacher Education). The motion carried unanimously.

This action approved the following new course:

Education 331. Laboratory in Secondary Education. (1 q.hr.)

The grade assigned to this course to be P or F.

V. Proposal to Amend Regulations Concerning the Grade of E - (Agenda Item 69-48).

Mr. James Martin presented his point of view concerning the implementation of the proposed regulation. He concurred in the intent of the proposal but at the present time the computer cannot handle it and unless additional staff can be added in the Records Office it would be impossible to do the hand work to implement it.

Mr. Connelly moved and Mr. Ridgeway seconded the motion to table the motion made on July 31. The motion to table carried unanimously.

VI. Earlier Effective Date for Courses in Theatre Arts.

Mr. Connelly moved and Mr. Keppler seconded the motion to approve earlier effective dates for the following courses. The motion carried unanimously.

Theatre Arts 460 - Fall, 1969

Theatre Arts 462 - Winter, 1969-70

Theatre Arts 464 - Spring, 1970

VII. New Course, Education 451 - (Agenda Item 69-40).

Mr. Connelly moved and Mr. Keppler seconded the motion to table this proposal. The motion passed with 7 "Yes" and 1 "Abstention." There were only eight members present at this point.

VIII. New Course, Marketing 372; and Revision of Finance and Management Majors for B. S. in Business - (Agenda Item 69-45).

Mr. Connelly moved and Mr. Ridgeway seconded the motion to approve the new course and the revision of the Finance and Management majors for the B. S. in Business with the course and the revision becoming effective Summer 1970. The motion carried unanimously.

This action approved the new course:

Marketing 372. Consumer Behavior and Motivation. (4 q.hrs.)

The action also revised the majors as follows: (p.93 catalog)

Finance: Management 371, 372, 420, 484; plus two of the following: Management 390, 439, 483 . . . . . 24 q.hrs.

Management: Management 345, 383; plus four courses in Management: (382, 434, 435, 436) or (436, 437, 438, 445) or (231, 331, 332, 333). . . . . 24 q.hrs.

IX. Request to Change Course Numbers and/or Titles; Proposed New Courses; Revision of Major for B.A. and B.S. for Botany - (Agenda Items 69-49, 69-50, 69-51).

Mr. Connelly moved and Mr. Keppler seconded the motion to approve the three agenda items, 69-49, 69-50, 69-51, with the action becoming effective Summer, 1970. The motion carried unanimously.

The action approved the following:

1. Renumber Botany 232 to new number 332

Change Title: Bot.335 to Introductory Bacteriology  
Bot.454 to Intermediate Plant Physiology

Renumber and Change Title:

Bot.222 - change to Bot. 102, Survey of Local Flora  
Bot.233 - change to Bot. 254, Introductory Plant Physiology

2. New Courses:

Bot. 325. Elementary Medical Microbiology. (4 q.hrs.)  
Bot. 430. Introductory Phycology. (4 q.hrs.)  
Bot. 435. Intermediate Bacteriology. (4 q.hrs.)  
Bot. 436. Introductory Mycology. (4 q.hrs.)  
Bot. 438. Introductory Plant Pathology. (4 q.hrs.)  
Bot. 440. Paleobotany. (4 q.hrs.)  
Bot. 499. Seminar. (2 q.hrs.)

3. Revision of Botany Major for B.A. and B.S. (p.85 catalog)

Life Science 100 . . . . .	4 q.hrs.
Bot. 101, 102, 229, 230, 254 . . . . .	20
Two of Group I (Bot.335, 350, 454) . . . . .	8
Two of Group II (Bot.456, 459, 461) . . . . .	8
Four courses selected from Group I, II, or III . .	<u>16</u>
Total . . . . .	56 q.hrs.



Correlative courses:

Zoology 101 . . . . . 4 q.hrs.  
Chemistry 150, 151, 152; or (120, 121,  
151, 152)\*; 243 . . . . . 16  
Either Geography 141 or Geology 140 . . . . 4  
Electives in chemistry, geology, mathematics,  
physics or zoology beyond the above require-  
ments of correlative courses and the courses  
in mathematics used to satisfy the general  
education distribution requirements . . . 12  
Total . . . . 36 q.hrs.

\*If this sequence is chosen, the extra course will  
count as one of the three electives in physical  
science, mathematics, or zoology.

(Note: This curriculum would allow 38 q.hrs. of complete  
electives in the B.S. and 26 q.hrs. in the B.A.)

Botany courses are grouped as follows:

Required courses: Life Science 100, Botany 101, 102,  
229, 230, 254  
Group I: Botany 335, 350, 454  
Group II: Botany 456, 459, 461  
Group III: Botany 332, 345, 430, 435, 436, 438, 440,  
453, 499

4. On page 84 of the catalog, under "Biological Sciences" change  
Bot. 222 to 102.

X. Request to Change Course Number, Zoology 454 to 470; New  
Courses, Zoology 450, 458, 465, 475, 480 - (Agenda Items 69-52  
and 69-53).

Mr. Connelly moved and Mr. Keppler seconded the motion to  
approve Agenda Items 69-52 and 69-53, with the action becoming  
effective Summer 1970. The motion carried unanimously.

This action approved the renumbering:

Zoo. 454 . . . new number 470

The action also approved the following new courses:

Zoo. 450. Research Methods. <sup>2</sup>(4 q.hrs.)  
Zoo. 458. Limnology. (4 q.hrs.)  
Zoo. 465. Herpetology. (4 q.hrs.)  
Zoo. 475. Mammalogy. (4 q.hrs.)  
Zoo. 480. Ichthyology. (4 q.hrs.)

XI. Request to Change Course Number, Psychology 447 to 457 -  
(Agenda Item 69-54).

Mr. Rooke moved and Mr. Ridgeway seconded the motion to approve the renumbering of Psychology 447 to 457 with the effective date being determined by the Council on Graduate Studies. The motion carried unanimously.

XII. Request to Revise the Major in History for the B.A. - (Agenda  
Item 69-55).

Mr. Keppler moved and Mr. Weidner seconded the motion to approve the revision of the major in history for the B.A. to become effective for students entering that major Summer 1970 and thereafter. The motion carried unanimously.

This action revised the major in history for the B.A. as follows: (p.87 current catalog)

History 233, 234, 235, 244, 245, 246, 247, 248 . . . . .	32 q.hrs.
Electives in history numbered above 300 . . . . .	24
Total . . . . .	56 q.hrs.

XIII. Proposal from Student Senate Concerning Final Probation as it  
Affects a Student's Future Academic Standing - (Agenda Item  
69-56).

Mr. Weidner moved and Mr. Ridgeway seconded the motion to approve the following statement to be effective retroactively for students entering Summer 1969 and thereafter. The motion carried with 7 "Yes" and 1 "Abstention."

However, an entering freshman student who is admitted on final probation is subject to the same rules as those governing a student admitted in good standing if, in each of his first three quarters, he attains a quarterly grade-point-average of at least 2.00.

The above will appear on page 71 of the catalog as a second paragraph under the sub-heading "Final Probation."

The meeting adjourned at 11:50 a.m.

Mary McElwee  
Recording Secretary

\* \* \* \* \*

(Please see next page for announcement of next meeting.)

ANNOUNCEMENT OF MEETING  
COUNCIL ON ACADEMIC AFFAIRS

Room 128, Booth Library

September 18, 1969

10:00 a.m.

Agenda:


1. 69-22. Reconsideration on withdrawals from a course or the university
2. 69-57. New courses in psychology: 362, Psychology of Learning; 462, Theories of Learning; and deletion of Psychology 361
3. 69-58. Request to revise requirements for B. S. in Bus. by deleting Management 141 and 142 and adding four special math. courses
4. 69-59. Request to revise the provision for auditing courses
5. 69-60. Proposal for revision of exclusion rules
6. 69-61. Proposal that rules governing overloads be the same during the summer quarter as any other quarter
7. 69-62. New courses in Bus.Ed.: 322, Business Machine Computation; 323, Records Management & Office Communication; 450, Teaching of Consumer Education; and deletion of Bus.Ed. 312
8. 69-63. Request to change the regulation that the required GPA for honors and high honors is determined as of the end of the quarter preceding the quarter of graduation

## Faculty for Professional Education

## EASTERN ILLINOIS UNIVERSITY

To: Dr. Moody for the Council on Academic Affairs  
Date: February 14, 1969  
Re: Proposed New Courses in Education

The attached courses were approved by the Curriculum Committee of the Faculty for Professional Education on January 29 and January 31, 1969. Appropriate distribution of the minutes was made on January 30 and February 1. There has been no objection filed within the ten day period, and we are herewith forwarding the courses to the Council on Academic Affairs for their consideration.

  
Robert V. Shuff, Chairman  
Curriculum Committee

  
Leroy Peterson, Acting Dean  
Faculty for Professional Education

FACULTY FOR PROFESSIONAL EDUCATION  
PRE-STUDENT TEACHING LABORATORY EXPERIENCES

Request for New Undergraduate Course

Approved 8/7/69  
6' no 9.1  
Prof.

(1 g. hr.) ~~may be taken twice~~

1. Catalog description: Education 331: Laboratory in Secondary Education--  
A laboratory course of experiences in observation and participation with students and teachers on the secondary level.
2. Statement of:
  - a. Purpose of the course--Basic to good teacher education is the laboratory experience that constantly allows the student to integrate theory with practice, gain direct knowledge of students in their school and community settings, and demonstrate a growing ability to perform as a teacher.
  - b. Need for the course--At present the program of teacher education for secondary school teachers provides no systematic program of experiences with teachers and students of secondary school age prior to student teaching.
  - c. Date to be effective--It is requested that this program be effective beginning with the Fall Quarter of 1969.
  - d. Required--This course would be required of every student in secondary education.
  - e. Elective--This course would not be an elective.
3. Outline of the course, with an estimate of the time to be devoted to the different items of content: The course will consist of a selection of activities with pupils and teachers and in micro-teaching that will give each student appropriate field experiences. It will provide for (1) observation; (2) participation experience for each student. He will serve as a leader, a tutor, a teacher's aide, a student participant, etc. as he works with secondary school pupils as individuals or in groups in an organized setting; and (3) certain activities so that a student may test his performance as a teacher in the classroom through micro-teaching experiences.
4. Statement of:
  - a. Type of instruction to be used--A student will enroll for the course at the time he applies for teacher education, and will be expected to complete the requirements by the time he enrolls for student teaching. For 1 hour credit, the student would be expected to have 20 hours of laboratory activity and 3 hours of seminar. ~~The student may enroll in this course for a second 1 hour of credit.~~

- b. Texts and supplementary materials to be used--No text.
  - c. Special or unusual projects or laboratory experiences to be involved--The course will be laboratory experience with an occasional evaluative seminar.
5. Justification of the level of the course: The course (undergraduate level) will be planned to run concurrently with each of the professional courses prior to student teaching (332, 333, and 340). Students will be expected to choose those activities that best fit their needs. The periodic seminars are for the purpose of assisting the student in evaluating his experience.
  6. The course is similar to Education 120 and 121, which are for elementary majors only.
  7. Dr. Marian Stronquist will be designated to teach the course.
  8. The course will be open to junior college and other transfer students in the same way Education 332, 333, and 340 are open to these students.
  9. Date approved by the department: \_\_\_\_\_
  10. Date approved by college or school: \_\_\_\_\_

EASTERN ILLINOIS UNIVERSITY

Office of Vice President for Instruction

OK  
Im 7 Aug 69

To: Members, Council on  
Academic Affairs

Date: 6 August 1969

cc: President Doudna

On 13 February 69, the Council approved the deletion of Theatre Arts 473, Theatre History, and replaced it with:

Theatre Arts 460 - Greece, Rome, and the Middle Ages  
Theatre Arts 462 - Renaissance to Realism  
Theatre Arts 464 - Art Theatre to Avant-Garde

Dr. Gabbard asked that these courses become effective fall, winter, and spring of this academic year. However, minutes of the Council show the courses becoming effective one year from now.

Theatre Arts 460 has appeared on the fall schedule and students have registered for it. Theatre Arts 462 has been submitted on the winter schedule.

I request the Council to approve effective dates of fall 1969, winter 1969-70, and spring 1970 for these courses.

Amoody

m

69-40  
Tabled 8-7-69

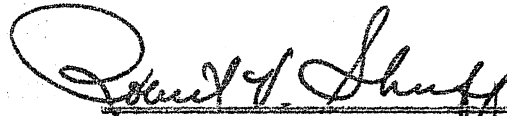
97, 98, 99  
F W S  
Approved 22 May 69

Faculty for Professional Education  
EASTERN ILLINOIS UNIVERSITY

To: Dr. Moody for the Council on Academic Affairs  
Date: May 7, 1969  
Re: Proposed New Courses in Special Education

The attached courses were approved by the Curriculum Committee of the Faculty for Professional Education on February 21 and March 3, 1969. Appropriate distribution of the minutes was made on February 24 and March 4. There has been no objection filed, and we are herewith forwarding the courses to the Council on Academic Affairs for their consideration.

Due to an oversight, these courses have been delayed in their mailing, and we would appreciate having the Council take action on these courses as soon as possible.

  
Robert V. Shuff, Chairman  
Curriculum Committee

  
LeRoy Peterson, Acting Dean  
Faculty for Professional Education



**EASTERN ILLINOIS UNIVERSITY**

**Faculty for Professional Education**

**February 18, 1969**

**PROPOSAL TO INTRODUCE A NEW COURSE IN SPECIAL EDUCATION**

**I. Catalogue Description: Education 451 - "Practicum in Clinical Teaching of Children with Learning Disabilities."**

**(8 quarter hours credit)**

**This will be a supervised practicum with pupils who are classed as children with learning disabilities.**

**II. A. Purpose of the course:**

**This course is intended to provide a supervised practicum in instructional and remediation procedures using children with learning disabilities.**

**B. Need for the course:**

**It is intended that this be the culmination of the training of the special education teacher whereby she has the opportunity to put into practice the theoretical aspects learned in the three previous courses taken.**

**C. Date to be effective:**

**The course should be offered fall quarter, 1970 and each fall and spring quarter thereafter.**

**D. Prerequisites:**

**Admission to teacher education, Education 497, Education 498, and Education 499.**

**III. Outline of the course**

**This course will consist of supervised practice in instructional and remedial procedures using children with learning disabilities. Supervision will be by qualified staff members. Case studies; prescription writing, and recommended remedial procedures relative to educational problems of children with learning disabilities will be developed. Corollary readings will be assigned.**

**IV. Type of Instruction to be used**

**Instruction will be primarily that of supervised practice with children with learning disabilities. Materials specific to the education problems of pupils with learning disabilities will be assigned as necessary.**

V. Justification for the level of the course.

This course placed at 451 level so that it may be taken by both undergraduate and graduate level.

VI. There is no other course listed in the catalogue that is similar to the proposed content of the course.

VII. Staff to be assigned: to be employed to teach courses dealing with learning disabilities.

VIII. Date approved by the Curriculum Committee

3/3/69

IX. Date approved by the college or school

SCHOOL  
OF  
BUSINESS

Approved <sup>8-1-69</sup> 69-45  
May 29, 1969  
Effective 8/1/70

To: The Council on Academic Affairs

Subject: Forwarding of a request by the Curriculum Committee, School of Business

1) At its regular meeting on Wednesday, May 21, 1969, the Curriculum Committee of the School of Business approved the following proposal presented by the Department of Management:

That, with the deletion of Accounting 363 from the curriculum (C.A.A. 1/30/69), the Management and the Finance majors (which formerly incorporated Accounting 363 as part of their respective requirements) be constituted of existing courses as follows: (as they will appear on the graduation checklist for the B. S. in Business degree)

if Management  
Mgt 345 ... ---  
Mgt 383 ... ---  
plus 4:  
Mgt 382, 434,  
435 & 436 OR  
Mgt 436, 437,  
438 & 445 OR  
Mgt 231, 331,  
332 & 333 ..

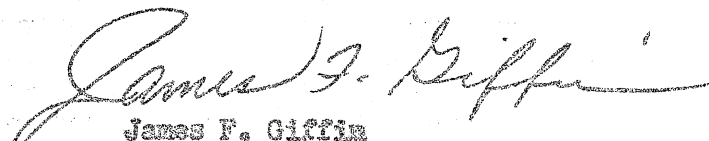
if Finance 2 now  
Mgt 371 .... ---  
Mgt 372 .... ---  
Mgt 420 .... ---  
Mgt 484 .... ---  
plus 2 of Mgt  
390  
439  
483

Course names:

Mgt 231 Computer Programming  
331 Data Processing Systems  
332 Computer File Organization  
333 Real-Time Business Systems  
345 Personnel Management  
371 Corporation Finance  
372 Investments  
382 Business Statistics II  
383 Business Report Writing  
390 Principles of Insurance  
420 Security Analysis  
434 Production Management  
435 Motion and Time Study  
436 Managerial Decision Making  
437 Job Evaluation  
438 Labor Law  
439 Real Estate  
445 Collective Bargaining  
483 Current Problems in Finance  
484 Commercial Banking

This proposal would give the management major an opportunity to take four courses (concentrate in a limited way) in production management, or manpower management, or data processing. It gives the finance major an opportunity to select two of the three courses that most interest him. The proposal was approved by the members of the Management Department on March 19, 1969.

2) In addition to the proposal described above, a new course presented by the Marketing Department was approved. It is Mkt 372, CONSUMER BEHAVIOR AND MOTIVATION. The proposal is attached. It is forwarded for approval by the Council on Academic Affairs.

  
James F. Giffin  
Director

DEPARTMENT OF MARKETING

REQUEST FOR APPROVAL OF NEW COURSE

1. 372 CONSUMER BEHAVIOR AND MOTIVATION. (Spring - 4 hrs.)

A study of the identification and understanding of consumer behavior and the forces underlying that behavior which affect marketing decisions.

Prerequisite: Marketing 247, 8 hours of sociology <sup>+ av</sup> and psychology,  
4 hours of economics and junior standing.

2. (a) Purpose of the Course

The purpose of this course is to provide meaning and understanding of consumer processes and to show the marketing student how motivation becomes a function of the buyer's drives and needs and that these drives and needs are directly affected by social and environmental factors as well as by the individuals predispositions from his heredity.

(b) Need for the Course

All marketing activities of a business must be focused on the consumer. This is essential under the marketing concept. Any business unable to provide goods and services that fulfill the needs and satisfy the wants of consumers will not long survive in a competitive environment. The changing life styles of the consumer and the elements which influence them must be understood to insure customer satisfaction and for the attainment of marketing objectives.

(c) Date to be Effective

Spring, 1970

(d) Required Course

No

(e) Elective

This course will be an elective.

3. Outline of the Course

Orientation	2 days
Analysis of behavioral science variables	
Cultural influences	4 days
Individual influences	4 days
Group influences	4 days
Interpretation of economic influences	4 days
Relationship of product attributes and the consumer	6 days
Promotion and consumer relationships	6 days
Decision-making by consumers	6 days
Testing and review	4 days

4. (a) Types of Instruction to be Used

Lecture and discussion  
Experimentation and discussion

(b) Texts and Materials

Text: Consumer Behavior and the Behavioral Sciences. Britt, Stewart  
Henderson

Supplementary Reading: Journal of Applied Psychology, Journal of  
Marketing, Journal of Marketing Research, and others.

(c) Special or Unusual Projects

The reenacting of sociological, psychological, and marketing experiments  
and/or studies, as they apply to marketing.

5. Justification of the Level of the Course

The content of this course, the relationship of marketing to the behavioral  
sciences, requires a background of psychology and sociology as well as  
an understanding of the marketing concepts. Therefore, the course should  
not be available before the junior year.

6. The course is not similar to any other course now offered at Eastern Illinois  
University.

7. Mr. Thomas Maruna will handle the course initially.

8. Junior college credit will be evaluated by the department in order to determine  
transferability.

9. Approved by the Department of Marketing on March 31, 1969.

10. Approved by the Curriculum Committee of the School of Business on  
May 21, 1969.

TO: COUNCIL ON ACADEMIC AFFAIRS

Please note that item #4, page 1, has been sent to the Council on Teacher Education for consideration. Page 7 of the proposal from the Botany Department outlining the request for a change in the B.S. in Ed. has been removed from this package.

Terry M. Weidner, Chairman  
L&S Curriculum Committee

Approved  
8-7-69  
Effective Su '70  
69-49  
69-50  
69-51

TO: L&S Curriculum Committee  
Council on Academic Affairs  
Council on Teacher Education (Proposal in part; Item #4)  
Council on Graduate Studies (Proposal in part; Item #2, Bot.  
499--Seminar in Botany)

DATE: May 13, 1969

FROM: Dr. Scott, Botany Department Head

SUBJECT: CHANGES IN COURSE NUMBERS AND/OR COURSE TITLES, NEW COURSES,  
AND CURRICULA REVISION FOR THE DEPARTMENT OF BOTANY

The consideration and implementation of curriculum changes is a normal function of a departmental faculty. Some departments have not varied their offerings for many years; other departments have kept their courses in a state of continual upheaval. It is our belief that the best solution to keeping some semblance of continuity, yet assuring that course offerings are up-to-date, probably lies somewhere between these two extremes.

A close look at the courses available to Majors and Minors in Botany, as well as the sequence of courses available to a relatively large group of non-majors served by this department, reveals a number of problem areas and indicates a need for several changes. The changes proposed herein are the final result of a full year of deliberation within the Botany Department and have the approval of the departmental teaching staff.

This proposal consists of four parts, namely:

- (1) Changes in Course Numbers and/or Title; (69-49)
- (2) New Courses; (69-50)
- (3) Revision of B.A. or B.S. with a Major in Botany, and (69-51)
- (4) Revision of B.S. in Ed. with a Major in Botany.

Necessary proposals for new courses following the required format are attached to this memorandum.

69-49

*Mary*  
*Approved*

EASTERN ILLINOIS UNIVERSITY  
Charleston, Illinois

Agenda Number 69-20

DATE: June 27, 1969

TO: Vice-President Moody

FROM: Curriculum Committee, College of Letters and Science

THROUGH: Dean, College of Letters and Science

PROPOSAL

FROM: Botany Department

DATE OF PROPOSAL: May 13, 1969

DATE RECEIVED: May 15, 1969

SUBJECT: Proposal to change course numbers and/or titles: Botany 222 to 102 (Survey of Local Flora); Botany 232 to 332; Botany 335 to Introductory Bacteriology; Botany 233 to 254 (Introductory Plant Physiology); Botany 454 to Intermediate Plant Physiology

DATE(S) CONSIDERED: May 21, 1969; June 24, 1969

ACTION: It is recommended that this proposal be accepted. 6-24-69

RECORD OF ACTION: Minutes of meeting 6-24-69

For the Committee:

*Terry M. Weidner*  
Terry M. Weidner, Chairman

TMW:ra

Recommend Approval:

*Lawrence A. Ringenberg*  
Lawrence A. Ringenberg  
Dean, College of Letters and  
Science



~~69-20~~  
69-49

1. Changes in Course Number and/or Course Title:

The changes listed below are designed to better indicate the level at which each course should be taken; or, to better indicate a sequence of courses; or, to describe more accurately the course content.

Botany 222 (Local Flora) to Botany 102 (Survey of Local Flora)

Botany 232 (Economic Botany) to Botany 332 (Economic Botany)

Botany 335 (Bacteriology) to Botany 335 (Introductory Bacteriology)

Botany 233 (Applied Plant Physiology) to Botany 254 (Introductory Plant Physiology)

Botany 454 (Experimental Plant Physiology) to Botany 454 (Intermediate Plant Physiology)

APPROVED BY  
CURRICULUM COMMITTEE,  
COLLEGE OF LETTERS AND SCIENCE

DATE: 6/24/69

CHAIRMAN: Henry M. Weidner

EASTERN ILLINOIS UNIVERSITY  
Charleston, Illinois

Agenda Number 69-21

DATE: June 27, 1969

TO: Vice-President Moody

FROM: Curriculum Committee, College of Letters and Science

THROUGH: Dean, College of Letters and Science

PROPOSAL

FROM: Botany Department

DATE OF PROPOSAL: May 13, 1969

DATE RECEIVED: May 15, 1969

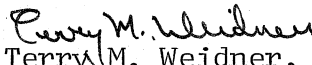
SUBJECT: Proposal for seven new courses: Botany 325, 430, 435,  
436, 438, 440, 499.

DATE(S) CONSIDERED: May 21, 1969; June 24, 1969

ACTION: It is recommended that this proposal be accepted. 6-24-69


RECORD OF ACTION: Minutes of meeting 6-24-69

For the Committee:

  
Terry M. Weidner, Chairman

TMW:ra

Recommend Approval:

  
Lawrence A. Ringenberg  
Dean, College of Letters and  
Science

A PROPOSAL BY THE BOTANY DEPARTMENT FOR A NEW COURSE TO BE CALLED  
BOTANY 325, ELEMENTARY MEDICAL MICROBIOLOGY

1. Catalog Description:

325. ELEMENTARY MEDICAL MICROBIOLOGY. Winter Quarter. (4 q. hrs.)

An introductory study of microbiology for students in Medical Technology, Pre-Dentistry, Pre-Medicine, and Pre-Veterinary Medicine. Emphasis on basic principles and laboratory procedures relating to medical technology.

Prerequisite: Three quarters of biology and three quarters of chemistry.

2. Statement of:

a. Purpose of the Course:

The purpose of this course is to provide a medically-oriented basic course in the theory and practice of microbiology for students in Medical Technology and related fields such as Pre-Dentistry, Pre-Medicine, and Pre-Veterinary Medicine.

b. Need for the Course:

This course is needed primarily to support the Medical Technology Curriculum. At present these students are taking Botany 335, a bacteriology course designed and taught for majors in botany and zoology. As such, the existing course covers facets of bacteriology which do not relate to any medical area and omits many other areas which should be covered for the medically-oriented student. This proposed course would not only rectify these deficiencies in coverage, it would also utilize medically significant examples of basic principles common to all interests, and thus make the course more meaningful to the students.

c. Date to be Effective:

Fall Quarter, 1969.

d. Required:

This course would be required for the Medical Technology Curriculum in lieu of Botany 335.

e. Elective:

The course could count towards a major for students in programs of Pre-Dentistry, or Pre-Medicine. It would not serve as an elective for those whose major or minor is botany.

3. Outline of the Course:

History and develop of microbiology..... $\frac{1}{2}$  week  
Methods of study of bacteria.....1 week

Microscopy	
Cultivation	
Culture purification	
Morphology and structure.....	1 week
Nutrition and metabolism.....	1 week
Growth and death.....	$\frac{1}{2}$ week
Inhibition and killing.....	1 week
Groups of microorganisms.....	1 week
Applied microbiology.....	$\frac{1}{2}$ week
Food microbiology.....	1 week
Medical microbiology	
Infection and disease.....	1 week
Resistance and immunity.....	$\frac{1}{2}$ week
Serology.....	$\frac{1}{2}$ week
Chemotherapy.....	$\frac{1}{2}$ week
Total.....	10 weeks

4. Statement of:

a. Type of Instruction to be used:

Instruction will consist of lecture and discussion, coupled with extensive use of laboratory experiences.

b. Text:

Witton's Microbiology. McGraw Hill.

Gillies & Dodd's Bacteriology Illustrated. Williams & Wilkins.

c. Laboratory Experiences to be involved:

Laboratory experiences will include the isolation and purification of microbial cultures, the staining and observation of microbial cells and structures, and antigenic analysis and identification.

5. Justification of the level of the Course:

Prerequisites for this course necessitate Junior standing.

6. Similarities to Courses Already in the Catalog:

a. This course will include some material covered in Botany 234 and Botany 335.

b. The course, separate from Botany 335, is justified by the content and emphasis directed towards students in a special curriculum as explained above. A considerable portion of the subject matter of this course will not be covered in Botany 335. This course is much different from Botany 234, both in the level and background of student and in the amount and complexity of material covered.

7. Staff Members to whom the Course is to be assigned initially:

Mr. Crofutt, Dr. Weiler, and Dr. Smith

8. Transfer of Credit:

A course of this nature and level is not likely to be taught in a junior college.

9. Date Approved by the Botany Department:

May 15, 1969

10. Date Approved by the College of Letters and Science:

A PROPOSAL BY THE BOTANY DEPARTMENT FOR A NEW COURSE TO BE CALLED  
BOTANY 430, INTRODUCTORY PHYCOLOGY

1. Catalog Description:

430. INTRODUCTORY PHYCOLOGY. Spring Quarter. (4 q. hrs.)

The structure, classification, and importance of algae, with emphasis on fresh-water forms.

Prerequisite: Botany 229.

2. Statement of:

a. Purpose of Course:

Botany 430 would serve as an elective for those students whose major or minor is botany.

b. Need for the Course:

There is no undergraduate course available for those students who wish a comprehensive course in the study of algae.

c. Date to be Effective:

Fall Quarter, 1969.

d. Required:

This course would not be required in any program or major.

e. Elective:

This course would serve as an additional elective for botany majors or minors.

3. Outline of the Course:

Comparative morphology and taxonomy of the algae.....	7 weeks
Cultivation, physiology, and biochemistry.....	1 week
Ecology, economic importance, methods of collection, preservation, and study.....	1 week
Economic importance, evolutionary significance, and related considerations.....	1 week
Total.....	10 weeks

4. Statement of:

a. Type of Instruction to be used:

Instruction would include both lecture presentation and laboratory work.

b. Text:

Smith, G.M. The Fresh-Water Algae of the United States (2nd ed.)

c. Laboratory Experiences to be involved:

Laboratory experience would include gross and microscopic observation of representatives of the various groups of algae; it would also include methods of isolation and cultivation of algae collected by the students.

5. Justification of the level of the Course:

Since Botany 229 is a prerequisite for this course, it is logical to number it as an upper-level undergraduate course.

6. Similarities to Courses Already in the Catalog:

- a. This course has some resemblance to certain portions of Botany 229 and Botany 530.
- b. Botany 530 is a graduate-level course involving intensive study of algae with a specialized viewpoint. Botany 229, a required course for majors devoted to the study of bacteria, algae, and fungi can, of necessity, grant only cursory attention to only the more common forms. Botany 430 would provide a comprehensive study of algae, but at the undergraduate level.

7. Staff Members to whom the Course is to be assigned initially:

Dr. Richard L. Smith

8. Transfer of Credit:

It is unlikely that a junior college would have the staff or the materials sufficient to teach a comparable course.

9. Date Approved by the Botany Department:

May 15, 1969

10. Date Approved by the College of Letters and Science:

A PROPOSAL BY THE BOTANY DEPARTMENT FOR A NEW COURSE TO BE CALLED  
BOTANY 435, INTERMEDIATE BACTERIOLOGY

1. Catalog Description:

435. INTERMEDIATE BACTERIOLOGY. Spring Quarter. (4 q. hrs.)

Microbial physiology as it relates to taxonomy, ecology, and applied bacteriology.

Prerequisite: Botany 335.

2. Statement of:

a. Purpose of the Course:

To provide additional understanding of, and experiences in, bacteriology to biology majors having need or interest in bacteriology beyond the first quarter.

b. Need for the Course:

The course is needed to provide adequate knowledge in bacteriology for those biologists (especially botanists) wishing to emphasize or specialize in microbiology of lower plant groups, or to continue on into a graduate program in microbiology.

c. Date to be Effective:

Fall Quarter, 1969

d. Required:

This course would not be required in any program or major.

e. Elective:

The course would serve as an additional elective for botany majors or minors.

3. Outline of the Course:

Bacterial physiology.....	1½ weeks
Principles of microbial ecology.....	½ week
Survey of bacterial taxonomy.....	2 weeks
Autotrophy.....	1 week
Photosynthetic bacteria.....	½ week
Heterotrophic bacteria.....	1 week
Applied bacteriology	
Food bacteriology.....	1 week
Industrial bacteriology.....	1½ weeks
Medical bacteriology.....	1 week
Total.....	10 weeks



4. Statement of:

a. Type of Instruction to be used:

Instruction will consist of lectures and discussions with extensive use of laboratory problems to illustrate the principles covered.

b. Text:

Principles of Microbial Ecology, by Brock.  
Manual of Microbial Methods, Society of American Bacteriologists

c. Laboratory Experiences to be involved:

Laboratory activities will include isolation and analysis of microbial flora of various ecological niches.

5. Justification of the level of the Course:

The prerequisite of Botany 335 and the advanced type of instructional methods and materials require a senior level course.

6. Similarities to Courses Already in the Catalog:

- a. The course most closely resembling this new course is Botany 335, an introductory course which is a prerequisite.
- b. The content and advanced level of this proposed course make it much different from any existing course.

7. Staff Members to whom the Course is to be assigned initially:

Dr. William Weiler

8. Transfer of Credit:

No course of this type will be taught at the junior college level.

9. Date Approved by the Botany Department:

May 15, 1969

10. Date Approved by the College of Letters and Science:

A PROPOSAL BY THE BOTANY DEPARTMENT FOR A NEW COURSE TO BE CALLED  
BOTANY 436, INTRODUCTORY MYCOLOGY

1. Catalog Description:

436. INTRODUCTORY MYCOLOGY. Spring Quarter. (4 q. hrs.)

The structure, classification, and importance of fungi.

Prerequisite: Botany 229.

2. Statement of:

a. Purpose of the Course:

Botany 436 would serve as an elective for those students whose major or minor is botany.

b. Need for the Course:

With the discontinuance of Botany 231, there is no undergraduate course available for those students who wish a comprehensive course in the study of fungi.

c. Date to be Effective:

Fall Quarter, 1969

d. Required:

This course would not be required in any program or major.

e. Elective:

At the present time, there are only seven electives in botany at the junior and senior level. This course would serve as an additional elective for botany majors or minors.

3. Outline of the Course:

Reproduction and spore dispersal in fungi.....	1 week
Classification of fungi, with emphasis on the role of morphology, cytology, and biochemistry.....	5 weeks
Ecology of fungi, including lichen symbiosis.....	1 week
Economic importance of fungi.....	2 weeks
Medical importance of fungi.....	1 week
Total.....	10 weeks

4. Statement of:

a. Type of Instruction to be used:

Instruction would include both lecture presentation and laboratory work.

b. Text:

Alexopoulos, C. J. Introductory Mycology (2nd edition)

c. Laboratory Experiences to be involved:

Laboratory experience would include gross and microscopic observation of representatives of the various fungus groups. Field trips to natural areas for the observation of fungi would be included.

5. Justification of the Level of the Course:

Since Botany 229 is a prerequisite for this course, it is logical to number it as an upper-level undergraduate course.

6. Similarities to Courses Already in the Catalog:

- a. This course has some resemblance to Botany 229, Botany 536, and Botany 537.
- b. Botany 536 and Botany 537 are graduate level courses devoted to the study of special groups of fungi. Botany 229 is a required course for majors that is devoted primarily to a comparison of bacteria, algae, and fungi. Botany 436 would provide a comprehensive study of fungi at the undergraduate level.

7. Staff Members to whom the Course is to be assigned Initially:

Either Dr. William Scott or Dr. Wesley Whiteside would be qualified to instruct this course.

8. Transfer of Credit:

It is rather unlikely that a junior college would have the staff or adequate teaching materials to offer a comparable course.

9. Date Approved by the Botany Department:

May 15, 1969

10. Date Approved by the College of Letters and Science:

A PROPOSAL BY THE BOTANY DEPARTMENT FOR A NEW COURSE TO BE CALLED  
BOTANY 438, INTRODUCTORY PLANT PATHOLOGY

1. Catalog Description:

438. INTRODUCTORY PLANT PATHOLOGY. Fall Quarter. (4 q. hrs.)

General aspects of cause, symptoms, spread and control of plant diseases.

Prerequisite: Botany 229.

2. Statement of:

a. Purpose of Course:

Botany 438 is proposed to enable junior and senior botany and zoology majors to become familiar with some of the major aspects of plant diseases.

b. Need for the Course:

At the present time there is no undergraduate course in plant pathology. With the need for increasing our food supply and the importance of plants in daily living, some knowledge of plant disease is desirable.

c. Date to be Effective:

Fall Quarter, 1969

d. Required:

This course would not be required in any program or major.

e. Elective:

The number of electives available in botany is rather limited. The course would serve as an additional elective for botany majors and minors.

3. Outline of the Course:

History of plant diseases.....	½ week
Kinds of organisms causing plant diseases.....	½ week
The effect of diseases on the vital functions and the major organ tissues of plants.....	1 week
Methods of transmission of plant diseases.....	1 week
Control of plant diseases.....	1 week
Isolation and identification of plant pathogens.....	1½ weeks
Symptoms and diagnosis of disease.....	1½ weeks
Decay of stored food, of fabrics, and of wood products.....	½ week
Diseases of trees.....	½ week

Diseases of field crops.....	1/2 week
Diseases of vegetable crops.....	1/2 week
Diseases of ornamentals.....	1/2 week
Disease forecasting.....	1/2 week
Total.....	10 weeks

4. Statement of:

a. Type of Instruction to be used:

Botany 438 will be a laboratory course which will consist of both lectures and laboratory work. The observation of diseased specimens in the field will be an important part of the course.

b. Text:

Atlas and Manual of Plant Pathology, by Barnes (1968)

c. Laboratory Experiences to be involved:

The laboratory experience will consist of examination of microscope slides, preserved plant specimens showing disease symptoms, and disease diagnosis. Pathogens will also be isolated and identified from diseased plants and subsequently grown and tested. The testing of fungicides will also be included.

5. Justification of the level of the Course:

Since Botany 229 is a prerequisite for this course, it is desirable to number it as an upper-level undergraduate course.

6. Similarities to Courses Already in the Catalog:

- a. The only course similar would be that of Botany 538.
- b. Botany 538 is a graduate level course devoted to the detailed study of individual plant diseases. The approach and content of Botany 438 and 538 would be completely different. At the present time there is no plant pathology course offered at the undergraduate level.

7. Staff Members to whom the Course is to be assigned initially:

Dr. Grant Gray

8. Transfer of Credit:

It is rather unlikely that a junior college would have the staff or adequate teaching materials to offer a comparable course.

9. Date Approved by the Botany Department:

May 15, 1969

10. Date Approved by the College of Letters and Science:

A PROPOSAL BY THE BOTANY DEPARTMENT FOR A NEW COURSE TO BE CALLED  
BOTANY 440, PALEOBOTANY

1. Catalog Description:

440. PALEOBOTANY. Fall Quarter. (4 q. hrs.)

A study of fossil representatives of the major plant groups in the different geological eras. A consideration of those structural changes that have led to the present-day plant forms. Introduction to the methodology used in paleobotanical research and a consideration of fossils as a source of information.

Prerequisite: Botany 229 and Botany 230; Geology 243 is recommended.

2. Statement of:

a. Purpose of the Course:

To give botany majors and minors a background in the geological and biological history of the plant kingdom.

b. Need for the Course:

To provide the undergraduate botany major or minor with a greater awareness of the evolutionary position of modern plants by which he can then completely understand their structure and physiology.

c. Date to be Effective:

Fall Quarter, 1969

d. Required:

This course would not be required in any program or major, but would be an elective.

e. Elective:

This course would be an elective for botany majors and minors.

3. Outline of the Course:

Time and the geological scale..... $\frac{1}{2}$  week  
The nature of plant fossils and plant fossilization.....1 week  
Classification problems..... $\frac{1}{2}$  week  
Interpretation of plant fossil assemblages and of  
plant fossil succession..... $\frac{1}{2}$  week  
Sampling procedures..... $\frac{1}{2}$  week  
Patterns of evolution.....1 week  
Fossils and stratigraphy.....1 week  
Fossil forms of non-vascular plants..... $\frac{1}{2}$  week

-2-

Fossil forms of non-seed bearing land plants.....	2½ weeks
Fossil forms of seed-bearing land plants.....	2 weeks
Total.....	10 weeks

4. Statement of:

a. Type of Instruction to be used:

Lecture, discussion, laboratory, and field work.

b. Text:

Evolution of Fossil Plants, by Delevoryas  
Paleobotany, by Andrews

c. Laboratory Experiences to be involved:

Students will learn how to recognize fossil genera, how to extract them from various rock types, and how to prepare them for permanent storage. Students will also learn field procedures for collecting fossils.

5. Justification of the level of the Course:

Students cannot take the course until they have had preparation in plant morphology, a sophomore level course, and, therefore, they must be of junior or senior standing.

6. Similarities to Courses Already in the Catalog:

a. This course has some similarity to Botany 540.

b. Botany 540 is a graduate level course devoted to the study of the major groups of fossil plants. However, no course dealing with paleobotany is presently available to an undergraduate major or minor. There is some overlap with Geology 449, but Dr. Amos indicated that the amount of overlap would be minimal since Botany 440 will be concerned with plant material.

7. Staff Members to whom the Course is to be assigned initially:

Dr. Margaret K. Balbach

8. Transfer of Credit:

The subject of paleobotany is normally not taught in junior colleges. If it were, it would undoubtedly be at a lower level than Botany 440, and, therefore, not comparable.

9. Date Approved by the Botany Department:

May 15, 1969

10. Date Approved by the College of Letters and Science:

A PROPOSAL BY THE BOTANY DEPARTMENT FOR A NEW COURSE TO BE CALLED  
BOTANY 499, SEMINAR

1. Catalog Description:

499. SEMINAR. Every quarter. (2 q. hrs.)

Reports and discussion of selected topics in botany.

Prerequisite: Five courses in botany.

2. Statement of:

a. Purpose of the Course:

To acquaint the student with the literature in botany and to permit the student to pursue recent developments in various aspects of botany.

b. Need for the Course:

This course is needed to give both graduate and advanced undergraduate students an introduction to the literature. Although some library assignments and references to the library are made in many advanced classes, no intensive study of the literature in any selected area is made prior to that related to the writing of a thesis. We feel that some preparation in this area will be of benefit to the teacher and the experimentalist.

c. Date to be Effective:

Fall Quarter, 1969

d. Required:

Enrollment in this course will be required for all graduate students in botany.

e. Elective:

This course will be elective for undergraduate botany majors and minors with permission of the instructor. No more than four credits may count toward any degree. No credit will be counted toward the minor in botany.

3. Outline of the Course:

The content of the course will vary, depending upon the topics chosen for discussion each quarter.

4. Statement of:

a. Type of Instruction to be used:

Discussion, oral reports, demonstrations.



b. Texts and Supplemental Materials:

The periodicals and books in the library.

c. No special projects or experiences are anticipated.

5. Justification for the level of the Course:

This course presupposes a background in botany that will enable the student to adequately interpret and discuss the literature.

6. Similarities to Courses Already in the Catalog:

This course does not conflict with or duplicate any existing course.

7. Staff Members to whom the Course is to be assigned initially:

Botany 499 may be taught by anyone on the graduate botany staff.

8. Transfer of Credit:

Transfer credit from junior colleges will not be permitted.

9. Date Approved by the Botany Department:

May 15, 1969

10. Date Approved by the College of Letters and Science:

69-51

EASTERN ILLINOIS UNIVERSITY  
Charleston, Illinois

Agenda Number 69-22

DATE: June 27, 1969

TO: Vice-President Moody

FROM: Curriculum Committee, College of Letters and Science

THROUGH: Dean, College of Letters and Science

PROPOSAL

FROM: Botany Department

DATE OF PROPOSAL: May 13, 1969

DATE RECEIVED: May 15, 1969

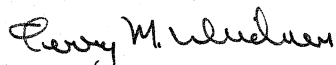
SUBJECT: Revision of the B.A. or B.S. with a Major in Botany: The proposal includes the addition of two courses in Botany and additional correlative courses.

DATE(S) CONSIDERED: May 21, 1969; June 24, 1969

ACTION: It is recommended that this proposal be accepted. 6-24-69

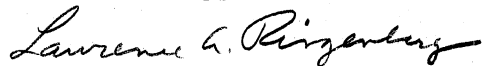
RECORD OF ACTION: Minutes of meeting 6-24-69

For the Committee:

  
Terry M. Weidner, Chairman

TMW:ra

Recommend Approval:

  
Lawrence A. Ringenberg  
Dean, College of Letters and  
Science

3. Revision of B.A. and B.S. with a Major in Botany:

As compared to the requirements for a Major in Zoology, Chemistry, Physics, or Mathematics, the present requirement for a Major in Botany is relatively weak. The program recommended below includes an increase of 2 courses in Botany and more specific requirements for correlative work. The recommended program is comparable to that now available to the other sciences and Mathematics.

B.A. or B.S. with a Major in Botany

L.S. 100.....	4 qtr. hrs.
Bot. 101, 102, 229, 230, 254.....	20
Two of Group I courses (Bot. 335, 350, 454).....	8
Two of Group II courses (Bot. 456, 459, 461).....	8
Four courses selected from Group I, II, or III (Group III includes Bot. 332, 345, 430, 435, 436, 438, 440, 453, 499).....	16
Total.....	56 qtr. hrs.

Correlative courses:

APPROVED BY  
CURRICULUM COMMITTEE,  
COLLEGE OF LETTERS AND SCIENCES  
DATE: 6/24/69  
CHAIRMAN: Perry M. W. [Signature]

Zoology 101.....	4 qtr. hrs.
Chemistry 150, 151, 152 (or 120, 121, 151, 152), 243.....	16
Either Geog. 141 or Geol. 140.....	4
Electives in Chemistry, Geology, Mathematics, Physics, or Zoology beyond the above requirements of correlative courses and the courses in Mathematics used to satisfy the general education distribution requirements.....	12

36 qtr. hrs.

(Major GPA based on Life Science 100 and botany courses only.)

(Note: This curriculum would allow 38 hrs. of complete electives in the B.S. program and 26 hrs. in the B.A. program.)

\*If this sequence is chosen, the extra course will count as one of the three electives in physical science, mathematics, or zoology.

C.A.A.  
69-52

EASTERN ILLINOIS UNIVERSITY  
Charleston, Illinois

Agenda Number 69-25

DATE: July 2, 1969

TO: Dr. Peter Moody, Vice-President for Instruction

FROM: Curriculum Committee, College of Letters and Science

THROUGH: Dean, College of Letters and Science

PROPOSAL

FROM: Zoology Department

DATE OF PROPOSAL: June 10, 1969

DATE RECEIVED: June 16, 1969

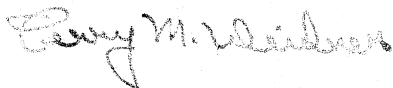
SUBJECT: Request to change Zoology 454, Animal Histology, to  
Zoology 470.

DATE(S) CONSIDERED: July 2, 1969

ACTION: It is recommended that this proposal be accepted. 7-2-69

RECORD OF ACTION: Minutes of meeting 7-2-69

For the Committee:



Terry M. Weidner, Chairman

Recommend Approval:



Lawrence A. Ringenberg  
Dean, College of Letters and  
Science

TMW:ra

EASTERN ILLINOIS UNIVERSITY  
Charleston, Illinois

Agenda Number 69-27

DATE: July 2, 1969

TO: Dr. Peter Moody, Vice-President for Instruction  
FROM: Curriculum Committee, College of Letters and Science  
THROUGH: Dean, College of Letters and Science

PROPOSAL

FROM: Zoology Department

DATE OF PROPOSAL: June 10, 1969

DATE RECEIVED: June 16, 1969

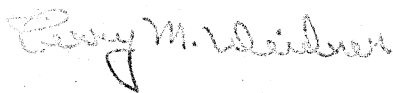
SUBJECT: Request for eight new courses: Zoology 450, 458,  
465, 475, 480, 530, 535, 540

DATE(S) CONSIDERED: July 2, 1969

ACTION: It is recommended that this proposal be accepted. 7-2-69

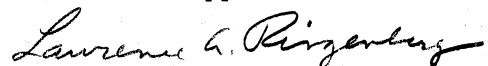
RECORD OF ACTION: Minutes of meeting 7-2-69

For the Committee:



Terry M. Weidner, Chairman

Recommend Approval:



Lawrence A. Ringenberg  
Dean, College of Letters and  
Science

TMM:ra

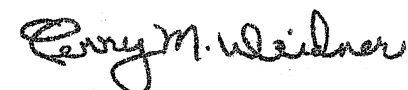
69-52

69-53

TO: Council on Academic Affairs

July 7, 1969

Your approval of Proposal I and the first 5 courses (Zoology 450, 458, 465, 475, 480) in Proposal III is requested. Proposal II and parts of Proposal III are attached for your information.



Terry M. Weidner, Chairman  
L&S Curriculum Committee

TMW:ra

Effective Su '70  
Approved 8-7-69

EASTERN ILLINOIS UNIVERSITY

DEPARTMENT OF ZOOLOGY

TO: Chairman, Curriculum Committee  
College of Letters and Science

June 10, 1969

Transmitted herewith in enough copies for the other councils is a three-part proposal from the Department of Zoology.

These proposals all have to do with our graduate program.

PROPOSAL I ~~69-25~~ 69-52

We request that the number of Zoology 454, Animal Histology, be changed to Zoology 470, Animal Histology. The reason for this request is that our required undergraduate course in Cytology-Histology is numbered 445, and the similarity in numbers and titles has led to confusion.

CURRICULUM COMMITTEE,  
COLLEGE OF LETTERS AND SCIENCE

DATE: 7/2/69

CHAIRMAN: Barry M. Weidner

PROPOSAL II ~~69-26~~

We propose that a new course, Zoology 450, Research Methods, described in the next section, be made a requirement in our Master of Science program in Zoology. APPROVED BY CURRICULUM COMMITTEE, COLLEGE OF LETTERS AND SCIENCE

APPROVED BY CURRICULUM COMMITTEE,  
COLLEGE OF LETTERS AND SCIENCE

DATE: 7/2/69

CHAIRMAN: Barry M. Weidner

PROPOSAL III ~~69-27~~ 69-53

The Zoology Department wishes to propose eight new courses numbered between 450 and 540, the descriptions of which are attached. These are:

Zoology 450 Research Methods  
Zoology 458 Limnology  
Zoology 465 Herpetology  
Zoology 475 Mammalogy  
Zoology 480 Ichthyology  
Zoology 530 Nematology  
Zoology 535 Arthropodology  
Zoology 540 Cell Physiology

APPROVED BY  
CURRICULUM COMMITTEE,  
COLLEGE OF LETTERS AND SCIENCE

DATE: 7/2/69

CHAIRMAN: Barry M. Weidner

These proposed new courses have been discussed with the Dean, College of Letters and Science and the Dean of the Graduate School. They were approved unanimously at a staff meeting May 20, 1969.

We have found that we have too few graduate level courses to operate a well-rounded Master's program. When our better undergraduate students decide to do a Master's program with us, we find

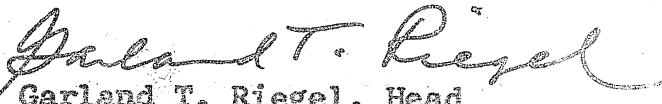
that there are not enough courses for them to take. This is because they entered Eastern with a number of exemptions due to their good high school records; and as a result, they take extra 450 level Zoology courses as electives.

Another reason that we need additional graduate level courses is to help implement a Sixth-Year Program, which will be proposed shortly by the Division of Life Sciences. We could not even begin to offer such a program with our present small number of courses.


It is of interest that the only criticism voiced by the Student Consultative Council of the Zoology Department dealt with the small number of graduate courses available.

Due to the pressure for these new graduate courses, we are requesting special permission to offer some of them as early as the Fall Quarter, 1969-70.

Respectfully submitted,

  
Garland T. Riegel, Head  
Department of Zoology

APPROVED:

  
Leonard Durham, Director  
Division of Life Sciences



## REQUEST FOR NEW UNDERGRADUATE-GRADUATE ZOOLOGY COURSE

### 1. Catalog Description:

450. Methods in Biological Research. Fall and Summer. (2 q. hrs.)

An introduction to the principles of biological research, including review of literature, defining and organizing problems, and effective presentation of data.

Prerequisite: Junior standing.

### 2. a. Purpose:

To prepare undergraduates for independent study and/or graduates for biological research.

### b. Need for course:

Experience has shown that graduate students initiating research projects and undergraduate students taking problems courses have little understanding of the basic principles of biological research. While individual projects will vary in their requirements, the basic principles are the same; that is, previous published work must be evaluated, a problem defined to answer specific questions, the data obtained must be evaluated and presented in an effective manner. This course will introduce this approach to research.

c. Date to be effective: September, 1969.

d. Required: Required of all graduate students for M.S. degree in Zoology.

e. Elective: Suggested for all undergraduate students prior to taking a problems course (Zoology 341, 342).

Credit can be counted for B.S. or B.S. in Ed. degrees.

### 3. Outline of course:

#### A. Introduction (2 hours)

1. Purpose of course
2. General approach to biological research
3. Areas available for research
  - A. Introduce all faculty members and let each summarize research interests

#### B. Scientific Literature (4 hours)

1. Library organization
2. Scientific publications and abstracting sources
3. Exercise: Use of abstracts to locate references on assigned topics

- C. Reviewing Published Material (5 hours)
  - 1. Evaluation of published material
  - 2. Organizing material read and writing a review
  - 3. Exercise: Write a review of 10-15 assigned articles
- D. Outlining the Research Problem (5 hours)
  - 1. Defining the problem, formulating a hypothesis
  - 2. Preparing a protocol to obtain the desired data
  - 3. Exercise: Write a protocol for an assigned problem
- E. Analysis of Data (5 hours)
  - 1. Organization of data (tables, figures, etc.)
  - 2. Basic methods of analysis (statistics)
  - 3. Exercise: Presentation of assigned data in tables and charts and use of statistics
- F. Presentation of Data (8 hours)
  - 1. Organization of the M.S. thesis
  - 2. Organization of the scientific paper
- 4. a. Type of Instruction: Lecture combined with group discussion of published articles and class exercises.
- b. Text and Supplemental Materials:
  - 1) Text:

Woodford, F. P., ed.  
Scientific Writing for Graduate Students  
Rockefeller University Press, New York. 1968.
  - 2) Extensive use of abstracting sources and scientific journals in the library.
- c. Special or Unusual Projects: None.
- 5. Justification of course level:

At the designated level, Zoology 450, both graduate students and undergraduate students would receive credit.
- 6. Relation to other courses:

The content of this course does not duplicate courses now in the catalog.
- 7. Staff assignment: Dr. Richard D. Andrews
- 8. Junior College credit transfer: There should be no credit transfer problem since this course is open only to juniors, seniors and graduate students.

9. Date Approved by the Department: May 20, 1969
10. Date Approved by College:

## REQUEST FOR NEW UNDERGRADUATE-GRADUATE ZOOLOGY COURSE

### 1. Catalog Description:

458. Limnology. Fall. (4 q. hrs.)

A study of the aquatic ecosystems of lakes, rivers and streams with emphasis on the physical environment as well as on the biological communities involved in such ecosystems.

Prerequisites: One year of chemistry; 16 q. hrs. of zoology.

### 2. a. Purpose:

The course is designed to acquaint the student with the physical factors and complexities of a freshwater environment. It will stress the interaction of the organisms, the population and the community with the physical factors of the environment which may dictate their existence or limit their distribution. The quantitative analysis of the physical factors will be correlated with a qualitative analysis of the ecological forms of the communities.

### b. Need for course:

The course will provide emphasis on the physical aspects of aquatic biology which is currently lacking in our offerings. It will allow the student to learn certain standard procedures associated with water quality determination. The student will more fully appreciate the role the freshwater environment fills in dictating the conditions to which a biotic community must adapt.

### c. Date to be effective: Fall, 1969

### d. Not required.

### e. Elective for zoology majors and minors in any curriculum.

### 3. Outline of course:

I. The nature of water: forms, dissociation, ionic components, etc. (1 week)

II. The physical components of the freshwater environment: (3 weeks)

A. Dissolved gasses--measurement and effects

1. Oxygen

2. Carbon dioxide

3. Other gasses, such as chlorine, sulphur dioxide, etc.

B. Dissolved materials--measurement and effects

1. Nitrates and nitrites
2. Carbonates
3. Sulfates
4. Metals
5. pH

C. Suspended materials--measurement and effects

1. Organic material--BOD
2. Clay and soils--Turbidity
3. Flocculants--biological materials

III. The Biological Communities (3 weeks)

1. Plankton--biological implications and measurement
2. Periphyton--biological implications and measurement
3. Benthos--biological implications and measurement
4. Nekton--biological implications and measurement
5. Neuston--biological implications and measurement

IV. The Pollutational Environment (2 weeks)

1. Types of pollution
2. Pollutational limits in water quality
3. Pollutational communities
4. Pollution control and enforcement

V. Water Conservation (1 week)

1. Basic elements of water conservation
2. Local, State and Federal programs
3. Recreational aspects of freshwater environments
4. Future programs, regulations, and needs for fishing water

4. a. Type of Instruction: Instruction will include lecture, laboratory and field work. Practical application of techniques will be stressed.

b. Texts:

Limnology and Limnological Methods, both by P. Welsh

- c. Special Projects: Each student will collect and analyze samples from several freshwater environments for chemical factors and populations.

5. Justification of course level:

The course will be offered at this level because of the pre-requisites and the need for the student to be able to recognize major groupings of the organisms which will be involved in the field work.

6. Relation to other courses:

There is no similar course except possibly Zoology 347, Fisheries Biology. That course stresses management of fish, only one group of several encountered in the freshwater ecosystem. This course would be taught from a different point of view.

7. Staff assignment: Dr. L. Stephen Whitley will be assigned initially.

8. Junior College credit transfer: Junior colleges would not have a similar course.

9. Date Approved by the Department: May 20, 1969

10. Date Approved by College:

## REQUEST FOR NEW UNDERGRADUATE-GRADUATE ZOOLOGY COURSE

### 1. Catalog Description:

465. Herpetology. Spring. (4 q. hrs.)

Studies on reptiles and amphibians including structure, classification, phylogeny, adaptation, behavior, distribution, ecology and physiology.

Prerequisites: Zoology 212 and 214 or their equivalents.

### 2. a. Purpose:

This course is designed to acquaint advanced students in zoology with the biology of amphibians and reptiles, two groups which not only have great evolutionary importance, but also play important roles in modern ecosystems. On a broader scope this course will emphasize the importance of the knowledge of natural history of whole animals in an age when so much biology is concerned with happenings at the molecular level within the individual cell. There is a definite need for students to realize that these processes have biological meaning only as they help us to understand the living functioning animal. Alfred Romer (The Vertebrate Story, University of Chicago Press) has very aptly brought out the need for such studies in this passage:

"It is not enough to name an animal; we want to know everything about him: what sort of life he leads, his habits and instincts, how he gains his food and escapes enemies, his relations to other animals and his physical environment, his courtship and reproduction, care of his young, home life (if any). Some aspects of these inquiries are dignified by such names as ecology and ethology; for the most part they come broadly under the term natural history. Many workers who may study deeply, but narrowly, are liable to phrase this somewhat scornfully as mere natural history! But on reflection this attitude is the exact opposite of the proper one. No anatomical structure, however beautifully designed, no physiological or biochemical process, however interesting to the technical worker, is of importance except insofar as it contributes to the survival and welfare of the animal. The study of functioning of an animal in nature--to put it crudely, how he goes about his business of being an animal--is in many regards the highest level of biological investigation."

- b. Need for course: As explained in cover letter and above.
- c. Date to be effective: Spring, 1970.
- d. Required: Herpetology will not be a required course.

- e. Elective: Elective for Zoology majors and minors in any curriculum.

3. Outline of course:

- A. Introduction (1/2 week)
  - 1. Zoological position of amphibians and reptiles (relationship)
  - 2. Diagnosis and definition of the classes, Amphibia and Reptilia
  - 3. History of Herpetology
- B. Phylogeny and Fossil History (1-1/2 weeks)
  - 1. Origin and evolution of Amphibia
  - 2. Origin and evolution of Reptilia
- C. Anatomy of amphibians and reptiles (1 week)
  - 1. Skeletal and integumentary systems
  - 2. Digestive and excretory systems
  - 3. Respiratory and circulatory systems
  - 4. Reproductive system
  - 5. Nervous system
- D. Natural History (3 weeks)
  - 1. Occurrence of Amphibians and Reptiles
    - a. Geographic range
    - b. Factors influencing geographic distribution
  - 2. Locomotion and Movements
    - a. Types of locomotion
    - b. Rate of movement
    - c. Extent of movement
      - (1) Home range
      - (2) Territory
      - (3) Homing
  - 3. Reproduction
    - a. Courtship and fertilization
    - b. Eggs
    - c. Development
- E. Relationship to the Environment
  - 1. Physical environment
    - a. Temperature
      - (1) Hibernation
      - (2) Thermoregulation
    - b. Moisture
      - (1) Aestivation
    - c. Other factors
  - 2. Biotic Environment
    - a. Predation and defense
    - b. Competition
    - c. Symbiosis
    - d. Population control
    - e. Food



F. Systematic Survey of Amphibia (1-1/2 weeks)

1. Classification
2. Families

G. Systematic Survey of Reptilia (1-1/2 weeks)

1. Classification
2. Families

4. a. Type of Instruction: Lectures and laboratories. The laboratory will cover methods of collecting and preserving, the use of keys, and identification in general. Students will learn to identify Illinois forms to subspecies, United States forms to genus and World forms to family. Periodic field trips will be taken to acquaint students with habits and behavior of local species.

b. Texts:

Introduction to Herpetology by Goin, Coleman J. and Olive B. 1962. W. H. Freeman and Co., San Francisco. \$8.50.

A Field Guide to Reptiles and Amphibians by Roger Conant. 1958. Houghton Mifflin Co., Boston. \$4.95.

5. Justification of course level:

This should be on the same level as our present "special group" courses such as Zoology 455, Ornithology, and Zoology 460, Invertebrate Zoology.

6. Relation to other courses:

This area is touched on in Zoology 212 in a superficial manner, but that is an elementary course covering all the vertebrate animals.

7. Staff assignment: Herpetology will be assigned to Dr. Edward Moll initially.

8. Junior College credit transfer: No junior college should be teaching a similar course.

9. Date Approved by the Department: May 20, 1969

10. Date Approved by College:

## REQUEST FOR NEW UNDERGRADUATE-GRADUATE ZOOLOGY COURSE

### 1. Catalog Description:

475. Mammalogy. Winter. (4 q. hrs.)

A study of mammals with emphasis on classification, distribution, natural history and ecology.

Prerequisites: Zoology 212 and 214 or their equivalents.

### 2. a. Purpose:

The purpose of this course is to familiarize the student with pertinent facts concerning mammals. A knowledge of this highest class of vertebrates, which includes man, is obviously of great importance to all for cultural purposes and will be a sound prerequisite for careers in research, conservation and wildlife studies. This course, along with the study of fishes, amphibians, reptiles and birds would serve to complete the vertebrate sequence at this university.

b. Need for course: As explained in cover letter.

c. Date to be effective: Winter, 1970-71.

d. Requirement: Not required.

e. Election: This course would be an elective for Zoology majors and minors in all curricula.

### 3. Outline of course:

A. Introduction (one-half week)

1. Characteristics
2. Plan of study

B. Origin and Evolution (1 week)

C. Classification and Synopsis of Common Families (3 weeks)

D. Natural History (5-1/2 weeks)

1. Distribution
2. Populations
3. Communications
4. Hibernation and Estivation
5. Reproduction

E. Conservation (1-1/2 weeks)

### 4. Type of Instruction: This will be a lecture, laboratory and field course.

Texts:

Cockrum, E. L. 1962. Introduction to Mammalogy.  
The Ronald Press Co., N. Y. \$10.50.

Cockrum, E. L. 1955. Laboratory Manual of Mammalogy.  
Burgess Publishing Co., Minneapolis, Minn. \$4.60.

Palmer, R. S. 1954. The Mammal Guide.  
Doubleday and Co., Inc., N. Y. \$4.95.

5. Justification of course level: This should be the same level as Ornithology, Herpetology, etc.
6. Relation to other courses:  
  
Some mammalian subject matter in Zoology 212 (Vertebrate Zoology) is of such brief and elementary nature as to cause little overlap. Zoology 457 is oriented toward wildlife management with little overlap.
7. Staff assignment: This course would be assigned initially to Dr. J. A. Maya or Dr. H. E. Peterka.
8. Junior College credit transfer: Such a course would not be taught in junior colleges.
9. Date Approved by the Department: May 20, 1969
10. Date Approved by College:

## REQUEST FOR NEW UNDERGRADUATE-GRADUATE ZOOLOGY COURSE

### 1. Catalog Description:

480. Ichthyology. Winter. (4 q. hrs.)

Advanced study of the evolution, anatomy, taxonomy and distribution of the fishes of the world.

Prerequisite: Advanced standing in Zoology.

### 2. a. Purpose:

This course is designed to offer advanced study of fishes, primarily covering topics that are not covered in Zoology 347 (Fisheries Biology) and to give the student a more detailed knowledge of this major group of animals.

### b. Need for course:

This course is needed at the advanced undergraduate and graduate level to provide a more complete coverage of the animal kingdom in our Departmental offerings. Since fishes make up approximately 42 per cent of all the vertebrate animals, they are an important group.

c. Date to be effective: Winter Quarter, 1971.

d. Requirement: Not a required course.

e. Elective: Elective course for a major or minor in Zoology in all curricula.

### 3. Outline of Course:

I. Introduction (1 day)  
Definitions, methods of study

II. Evolution of Fishes (3 days)  
Ancestry, isolating mechanisms, parallel or convergent evolution, time rate of evolution

III. Systematics and Nomenclature (1 week)  
Historical background; taxonomic concepts, zoological nomenclature; study collections; phylogenetic relationships, methods of classification of fishes.

IV. Basic Fish Anatomy (3 weeks)  
Gross external anatomy, skeleton, muscles, gills and gas bladders, digestive tract, circulatory system; kidneys; reproductive glands; endocrine system; nerves.

V. Major Groups of Extinct and Living Fishes

A. Introduction (1 week)

Relationships of various groups

Survey of Extinct forms

Survey of Living forms

B. Detailed study of the major groups (4-1/2 to 5 weeks)

Class Agnatha - Families and species

Class Chondrichthyes - Representative forms

Class Osteichthyes - Representative coverage of the major orders and important families

4. a. Type of Instruction: Instruction will be of the lecture and laboratory type. One field trip to the Field Museum is planned.

b. Text:

Ichthyology by Lagler, Bardach & Miller.

Assignments of articles from professional journals will be made.

5. Level of course: A broad understanding of many principles is required to do well in this course. Such understanding would be best attained by the time the student is a senior or graduate student.

6. Relation to other courses:

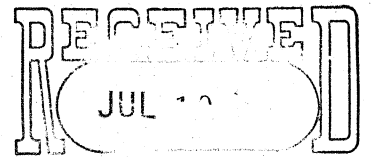
This course is not similar to any course already in our catalog. While Zoology 347 (Fisheries Biology) deals with fishes, it is primarily a management or "practical" type of course. Ichthyology involves a more academic and theoretical approach and covers different topics in the fisheries field than does Fisheries Biology.

7. Staff assignment: Dr. L. Durham will be assigned to this course initially.

8. Junior College credit transfer: This course would not be offered at the junior college level.

9. Date Approved by the Department: May 20, 1969

10. Date Approved by College:



VICE PRESIDENT FOR INSTRUCTION  
EASTERN ILL. UNIVERSITY

EASTERN ILLINOIS UNIVERSITY  
Charleston, Illinois 61920

Agenda Number 69-29

DATE: July 9, 1969

TO: Dr. Peter Moody, Vice-President for Instruction  
FROM: Curriculum Committee, College of Letters and Science  
THROUGH: Dean, College of Letters and Science

PROPOSAL

FROM: Department of Psychology  
DATE OF PROPOSAL: June 18, 1969  
DATE RECEIVED: June 23, 1969  
SUBJECT: Request to change Psychology 447 (Social Psychology)  
to 457.  
DATE(S) CONSIDERED: July 9, 1969  
ACTION: It is recommended that this proposal be accepted. 7-9-69  
RECORD OF ACTION: Minutes of meeting 7-9-69

For the Committee:

Terry M. Weidner  
Chairman

Recommend Approval:

Lawrence A. Ringenberg  
Dean, College of Letters and  
Science

TO: Letters and Science Curriculum Committee

FROM: Department of Psychology

SUBJECT: Change in course number

*Renumbering  
Approved 8/9-69 ~~69-29~~  
with effective date 69-54  
to be determined by  
Grad. Council*

Enclosed is a proposal to change the number of Social Psychology from 447 to 457. The need for the number change is to permit graduate students in Education (and eventually Psychology) to take the course for credit.

APPROVED BY  
CURRICULUM COMMITTEE,  
COLLEGE OF LETTERS AND SCIENCE

DATE: 7/9/69

CHAIRMAN: Berry M. Weidner

## REQUEST FOR NEW UNDERGRADUATE COURSE

1. Psychology 457. Social Psychology (4 q. hrs.)

A study of individual behavior and psychological processes in the social and cultural setting, with emphasis on psychological studies and empirical research of social issues.

Prerequisite: Psychology 231

2. A. Purpose of the course:

The major purpose of this course is to better understand human behavior and psychological processes as they operate in the social and cultural setting. Other purposes subsequent to this are (1) The development of and awareness of the psychological studies and empirical research that have been done, (2) the application of the findings of these studies to an understanding of behavior and psychological processes in present day social issues.

B. Need for the course:

Both the Psychology and Education department have a need for this course at the graduate and upper undergraduate level. At the present time, numbered 447, the course cannot contribute to the program for those who were unable to take it before graduation.

C. Date to become effective:

Winter 1969-70

D. Required:

Not required in any curriculum

E. Elective:

*those who have prerequisite*  
Psychology

Education, secondary

Guidance and Counseling

Special Education

Home Economics--Foods and Nutrition

Recreation

3. Outline of the course. Approximately two weeks is to be devoted to each unit of the outline.

Unit I: History and Field of Social Psychology

A. Historic Theories and Problems

1. Hedonism

2. Egoism

3. Group Mind

B. Present Day Social Psychology

1. The Domain of Social Psychology

2. Levels of Social Analysis

3. Kinds of Research

Unit II: The Dynamics of Behavior

A. The Analysis of Individual Behavior

1. Immediate Psychological Field

2. Cognition & Perception

3. Motivation

B. Interpersonal Response Traits



Unit III: Attitudes

- A. Nature & Measurement of Attitudes
  - 1. Criteria (number, content, structure, strength, importance, verifiability, correlations)
- B. Development of Attitudes
  - 1. Saliency
  - 2. Primacy & Recency
- C. Changing Attitudes

Unit IV: Social and Psychological Groups

- A. Development of Groups
  - 1. Social Class
  - 2. Culture
- B. Kinds of Group Structures
  - 1. Communication Structure
  - 2. Sociometric Structure
  - 3. Power Structure
  - 4. Locomotion Structure
- C. Group Dynamics
  - 1. Group Roles
  - 2. Leadership
  - 3. Interaction
  - 4. Pressures and Influence
  - 5. Function
  - 6. Effectiveness

Unit V: Prejudice & Ethnic Relations

- A. Definitions
  - 1. Prejudice
  - 2. Ethnic Group; Ethnic Attitude
  - 3. Stereotype
- B. Values & Failings of Prejudice
- C. Relationship of Attitude and Behavior Toward Ethnic Groups

- 4. A. Type of instruction to be used:  
Lecture, group discussion, panel participation, small groups involvement
- B. Texts and supplementary materials to be used:  
Text: Krech, Cruchfield & Ballachey, Individual in Society  
Maccoby, Newcomb, and Hartley, Readings in Social Psychology  
See supplemental list of readings attached hereto
- C. Sepcial or unusual projects or laboratory experiences to be involved:  
Small-group experiences  
Field trips
- 5. Justtrification of the level of the course:  
The course precludes a basic knowledge of psychological theories and an acquaintance with research. The content level and sophistication required of the student in evaluating research findings justify graduate credit.

6. A. It is now being offered as Psychology 447  
*Administration and Supervision*  
B. Present enrollment indicates present need at the undergraduate level. The Department of Education administration concurs in our request that graduate students be permitted to take the course for credit.
7. Name of staff member to whom the course is to be assigned initially:  
Inez B. Livingston
8. Have you considered articulation with junior colleges in the transfer of credit from the junior college to Eastern?  
No. The course is now above the level accepted in transfer from a junior college.
9. Date approved by the department:  
April 14, 1969
10. Date approved by college or school:

69-55  
RECEIVED  
JUL 10 1969  
VICE PRESIDENT FOR INSTRUCTION  
EASTERN ILL. UNIVERSITY

EASTERN ILLINOIS UNIVERSITY  
Charleston, Illinois 61920

Agenda Number 69-30

DATE: July 9, 1969

TO: Dr. Peter Moody, Vice-President for Instruction  
FROM: Curriculum Committee, College of Letters and Science  
THROUGH: Dean, College of Letters and Science

PROPOSAL

FROM: Department of History

DATE OF PROPOSAL: June 24, 1969

DATE RECEIVED: June 30, 1969

SUBJECT: Request for change in requirements for B.A. degree with  
a major in history (total hours increase from 48 to 50).

DATE(S) CONSIDERED: July 9, 1969

ACTION: It is recommended that this proposal be accepted. 7-9-69

RECORD OF ACTION: Minutes of meeting 7-9-69

For the Committee:

*Terry M. Weidner*  
Terry M. Weidner  
Chairman

Recommend Approval:

*Lawrence A. Ringenberg*  
Lawrence A. Ringenberg  
Dean, College of Letters and  
Science

DEPARTMENT OF HISTORY

Effective Jan '70  
Approved 8-7-69  
69-55

To: L. & S. Curriculum Committee  
Council on Academic Affairs

From: Department of History

Date: June 24, 1969

The History Department seeks your approval of the following changes in the requirements for the B.A. degree with the major in history.

History 233, 234, 235, 244, 245, 246, 247, 248 . . . . .	32 q. hrs.
Electives in History numbered above 300. . . . .	<u>24 q. hrs.</u>
TOTAL . . . . .	56 q. hrs.

This change from a total of 48 to 56 quarter hours for the History major received the unanimous approval of the department on June 24, 1969.

*[Signature]*

APPROVED BY  
CURRICULUM COMMITTEE,  
COLLEGE OF LETTERS AND SCIENCE

DATE: 7/2/69  
CHAIRMAN: W. M. Wardner

XI. Request to Change Course Number, Psychology 447 to 457 -  
(Agenda Item 69-54).

Mr. Rooke moved and Mr. Ridgeway seconded the motion to approve the renumbering of Psychology 447 to 457 with the effective date being determined by the Council on Graduate Studies. The motion carried unanimously.

XII. Request to Revise the Major in History for the B.A. - (Agenda  
Item 69-55).

Mr. Keppler moved and Mr. Weidner seconded the motion to approve the revision of the major in history for the B.A. to become effective for students entering that major Summer 1970 and thereafter. The motion carried unanimously.

This action revised the major in history for the B.A. as follows: (p.87 current catalog)

History 233, 234, 235, 244, 245, 246, 247, 248 . . . . .	32 q.hrs.
Electives in history numbered above 300 . . . . .	<u>24</u>
Total . . . . .	56 q.hrs.

XIII. Proposal from Student Senate Concerning Final Probation as it  
Affects a Student's Future Academic Standing - (Agenda Item  
69-56).

Mr. Weidner moved and Mr. Ridgeway seconded the motion to approve the following statement to be effective retroactively for students entering Summer 1969 and thereafter. The motion carried with 7 "Yes" and 1 "Abstention."

Mr. Martin ? However, an entering <sup>"first quarter"</sup> freshman student who is admitted on final probation is subject to the same rules as those governing a student admitted in good standing if, in each of his first three quarters, he attains a quarterly grade-point-average of at least 2.00.

The above will appear on page 71 of the catalog as a second paragraph under the sub-heading "Final Probation."

The meeting adjourned at 11:50 a.m.

Mary McElwee  
Recording Secretary

\* \* \* \* \*

(Please see next page for announcement of next meeting.)

MEMORANDUM

TO: Dr. Williams  
cc: Dr. Moody ✓  
Dr. Steinmetz

FROM: Maurice W. Maubeck

SUBJECT: G.O.A.A. Agenda Item 69-56

DATE: August 19, 1969

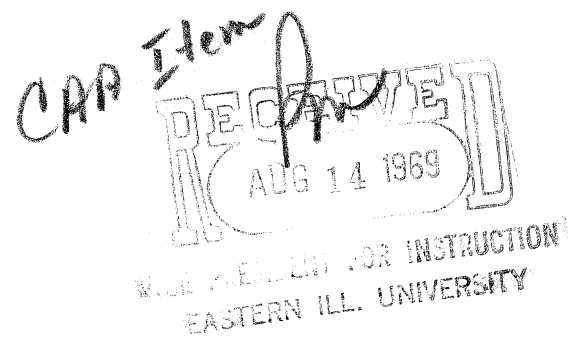
RECEIVED  
AUG 21 1969  
VICE PRESIDENT FOR INSTRUCTION  
EASTERN ILL. UNIVERSITY

Having just recently read the Item XIII of the August 7 minutes regarding the change in the probation regulations for entering freshmen, I am writing to alert the G.O.A.A. to be prepared for possible similar requests from transfer students who are admitted on final probation.

I am not advocating that transfer students be included in this proposal, but it occurred to me on reading the minutes that transfers would be another group of students who might seek less strict probation rules.

---

MMW/pc



Mr. Martin  
Dr. Spaniol

August 13, 1969

SUBJ: CAA Minutes of August 7, 1969  
Final Probation for Entering Freshman Students

My note of August 12 was in error on one point. Freshman students who entered on final probation would not be dropped during their first three quarters as long as the grade point deficit was no greater than four points.

However, as I understand the CAA minutes, these students would have to earn 2.00 GPAs during each of their first three quarters in order to qualify for the removal of the final probation status.

In any event, see if you can get a careful interpretation which can be easily explained.

I am not opposing the idea, but would like to be absolutely clear as to the intent, and would like to discuss and recommend as to the implementation of the proposal.

W.H.Z.  
Wm. H. Zeigel

Z/c

cc: President Doudna  
Vice President Moody ✓  
Dean Williams

Dr. Spaniol  
Mr. Martin

August 12, 1969

SUBJ: CAA Minutes of August 7  
Final Probation for Entering Freshman Students

I wonder if you would make sure whether the proposal is only for entering freshmen who are in college for the first time or whether it also includes transfer freshmen. (I understand that Mrs. McElwee thinks it was for the first quarter entering freshmen.)

I wonder also whether you would be willing to indicate just what the proposal means and how you could most easily handle the mechanics of the proposal. As I see it, any 1st quarter freshman entering on final probation, would have been dropped, if during his first three quarters, he fell below the 2.00. But, if for 3 quarters he had a 2.00 each quarter, he would then be treated as though he had been admitted in good standing. Can you work out the details on how and when to do this, either by hand on the summary cards or by computer? Do you see any problems?

Wm. H. Zeigel

Z:s

cc: President Doudna  
Dean Williams

*U.P. Moody (8-13-69)*



Approved  
8-7-69  
Effective -  
retroactive to 69-56  
Su '69

EASTERN ILLINOIS UNIVERSITY

Office of Vice President for Instruction

To: Members, CAA

Date: 30 July 1969

cc: President Doudna

Re Agenda Item 69-56 it is proposed that the following sentence be added to the section on Final Probation, pp 70-71 of the Catalog:

However,

An entering freshman student who is admitted on final probation is subject to the same rules as those governing a student admitted in good standing if, in each of his first three quarters, he attains a quarterly grade-point-average of at least 2.00.

m

make 2d par  
under Final Pro -  
effective retro  
Moody  
students entering  
Summer 69.

# Memorandum

EASTERN ILLINOIS UNIVERSITY

Office of the President

TO Vice President Moody

DATE

CAA 69-56  
File  
JUL 29 1969  
VICE PRESIDENT FOR INSTRUCTION  
EASTERN ILL. UNIVERSITY  
July 28, 1969

I do not feel I should accept either of the recommendations contained in your memorandum of July 24.

We have ample room in the summer and can take care of students who are marginal. I think that Dr. Zeigel's study would reveal that most of the marginal students flunk out quite promptly so we do not have them very long. My recollection is that the biggest single number of dropouts occurs at the end of the summer when they enroll. Our selective admissions policy during the traditional academic year has been subject to considerably less criticism because of the "safety valve" effect of admitting these lowest third students and others in the summer. If we had not had that program, we would have been in trouble politically and in terms of public relations long ago on our admissions standards, which in general have been somewhat higher than those in most of the publicly supported schools.

Actually, I have some sympathy with your second point but I believe that the Committee on Admissions can, if it will, control the situation adequately. A man who flunked out at the University of Illinois in the School of Engineering, let us say, and then spent three or four years in the service and decided he wanted to go into Industrial Arts and Technology would not be a bad bet for us assuming he has adequate ability. I would hate to think we could not even consider him. On the other hand, if he is getting a second chance, it ought not be quite as free from academic hazards as his first chance was. He ought to know that it is "now or never."

On the positive side, I think your suggestion that the final probation status of a person who enters as a freshman on that basis, might well be removed if he is in good standing for a certain number of quarters. Within the circumstances, it would be best to stipulate that he must have a grade point average of 2.0 or more for each of a certain number of quarters.

July 28, 1969

I might add that I think the number of low-caliber freshmen coming in in the summer is less relatively and perhaps absolutely now than it was a few years ago. I recently asked Vice President Zeigel to make a count.



Quincy Doudna  
President

c

# Entering freshmen

## SUMMER

	TOTAL	LOWEST $\frac{1}{3}$	% LOWEST $\frac{1}{3}$
1966	483	120	24.8
1967	388	107	27.6
1968	473	122	25.8
1969	<u>493</u>	<u>123</u>	<u>24.9</u>
TOTALS	1837	472	25.7

## FALL

1966	1357	21	1.5
1967	1576	15	1.2
1968	1373	14	1.0
1969			

President Doudna

24 July 1969

Reference your 21 July memo requesting that a study be made of some students who entered on academic probation four years ago, Vice President Zeigel recently distributed such a study (attached). From his study I took the first ten names and examined those transcripts. Since the first ten seemed typical of the group, I did not go any further. A brief resume of these transcripts is also attached.

Of the 94 students in Vice President Zeigel's tabulation who were admitted on final probation in summer '65, only seven have never been dropped; only five have graduated. Of the ten transcripts which I examined, only one would have benefited from a change of rule which would allow lifting the final probation stigma after three quarters of good standing. Actually it is impossible to tell what would have happened to some of these students since good standing in the first three quarters was redefined in 1966, allowing these students to have deficits and good standing simultaneously.

To remove the final probation status after three quarters of good standing would make much more sense if good standing meant a GPA of 2.00 or more each quarter. In any case such a change has little to do with lowering academic standards. The very real crime against academic standards is that, knowing the calibre of these students and their chances of graduating in due course (according to Vice President Zeigel's study, the chance is about one to twenty-three), we let them enter the university in the first place. The junior college is the place for a lowest third high school graduate to test his abilities. When we let in 94 of these students we immediately influence the academic tone of the institution and in over 95% of the time we waste our time, the student's time and money, and the state's money. In some cases we compound the crime by readmitting these poor students and then re-readmitting them. If we want to improve academic standards we should tighten our admissions.

It seems reasonable, if we are to have freshmen entering on final probation, to remove the final probation status (and its threat of expulsion based on a single deficit achieved in any quarter after the third quarter) after three successive quarters in which the student has achieved a QGPA of 2.00 or more. However, such a change further complicates an already highly complicated scheme of good standing, probation, final probation, etc. I am more than

ever convinced that the fairest and simplest way to achieve good academic standards is a GPA table based on quarter hours attempted. Failing that, I recommend that:

- 1) The university admit no freshmen students who stand in the lowest third of their high school classes.
- 2) That all students who are initially admitted to the university be admitted in good standing. Transfer students who would not qualify for good standing at Eastern should not be admitted.

pm  
encls.

Office of the  
Vice President for Administration  
Eastern Illinois University

STUDENTS ADMITTED ON FINAL PROBATION, SUMMER 1965  
(LOWEST ONE-THIRD OF HIGH SCHOOL CLASS)

STATUS -- JULY 1969

Total Number Admitted on Final Probation, Summer 1965 94

Current Status:

Dropped	68	(72.4%)
Withdrew	10	(10.6%)
In School	11	(11.7%)
Graduated	<u>5</u>	( 5.3%)

Notes:

- 1) Of the 11 in school -- 8 have been dropped one or more times.  
3 (2 men and 1 woman) have never been dropped.
- 2) Of the 5 who graduated -- Only 1 (a woman) has been dropped before. The other four are men.
- 3) Of the total 94 -- Only 6 men and 1 woman have continued through school without withdrawing or being dropped. Four of these students graduated.
- 4) Of the 77 who have been dropped one or more times --  
64 have been dropped once.  
10 have been dropped twice.  
3 have been dropped three times.

mc - 7/11/69

2  
4 94  
8  
14

# STUDENTS ADMITTED ON FINAL PROBATION - SUMMER 1965

Name	Status Prior to Spring 1967			Status Close Spring 1969					In Sch. Sum 1969	
	W	D	Re	W	D	Re	Dr. Again	Grad		
Alexander, Bennie		x ✓								
Amacher, Dennis		x ✓								
Aston, Jeffrey L.		x ✓								
Beasley, Larry R.		x	x-dr.				9/68 11/68			
Bennett, John T.		x								Re. on final p.p. for Sp. 1970.
Brooks, Larry E.		x ✓	x-dr.							
Burns, John M.									NO	169 hrs. toward Grad.
Caywood, Marcus		x ✓								
Champion, Wm. D.		x ✓								
Chapman, James L.		x ✓								
Clemons, Jesse	x	✓								
Coash, Douglas		x ✓								
Cooley, Terry	x	✓								
Cox, Clifford		x								Re. on final p.p. for Winter 1970-71
Coyle, Edward L.		x ✓								
Crutchfield, Gordon		x ✓								
Cunningham, John M		x ✓								
Danoff, Kerry S.		x ✓								
Dauer, David C.		x ✓								
Dice, Marianna 7		x ✓								
Dooley, MaryAnne 7		x ✓								
Duez, Nancy 7	x	✓								
Ebeling, Thomas R.		x					3/68 5/68			

20 M  
3 W

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## STUDENTS ADMITTED ON FINAL PROBATION - SUMMER 1965

Name	Status Prior to Spring 1967			Status Close Spring 1969					In Sch. Sum 1969	
	W	D	Re	W	D	Re	Dr. Again	Grad		
Eckhardt, Chas. W		x	x		7/68					
Edwards, Arthur		x								
Fabing, Raymond								5/69		(214 hrs → Grad.)
Freeberg, Everett								8/68		(198 hrs → Grad.)
Haab, Richard		x								
Hawkins, Darlene 7		x	x-dr							
Haycraft, Robt. H.		x								
Hester, Carolyn 7		x								
Hodgson, George	x									
Holt, JoAnn 7		x								
Hopkins, Wm. C.		x	x-dr			9/68			Yes	108 → Grad.
Huckleberry, James		x								
Hughes, James D.	x									
Hutchens, Dick		x	x						Yes	194 → Grad.
Knollenberg, Richard L		x								
Lane, Dixie 7		x				4/67	8/67			
Lawrence, David		x								
Lewis, David		x								
Lewis, Linda L 7		x	x					5/69		(199 → Grad.)
Lewis, Stephen	x									
Lidy, Nancy 7		x				11/67			Yes	157 → Grad.
Lockwood, Kenneth		x								
Logue, Larrie		x	x-dr							

12 M  
6 W

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# STUDENTS ADMITTED ON FINAL PROBATION - SUMMER 1965

Name	Status Prior to Spring 1967			Status Close Spring 1969					In Sch. Sum 1969	
	W	D	Re	W	D	Re	Dr. Again	Grad		
Love, Larry		x	3/68		11/68	11/68	3/69			
Luter, Robert S.		x	✓							
Lutz, Marclyn 7		x	✓							
Lycan, Stephen		x	✓							
McWhorter, Chas. H		x				6/68			No	22 → Grad.
Martin, Karen Jo 7		x	✓							
Masching, David E		x	✓							
Massey, Travis		x	✓							
Maxedon, Wm. W.		x	✓							
Meivert, Dennis		x	✓							
Merigis, Kathleen 7	x & ret		✓						Yes	(182 → Grad.)
Messmore, Lynn D		x	✓							
Metz, Steve L		x	✓							
Michener, Alan F		x	✓							
Miller, Robt. A.		x	✓							
Miller, Robt. G.	x	✓								
Moon, Michall		x	✓							
Myers, Wm. R		x	✓							
Naslund, Wm. C		x	x-dr			3/68			No	103 → Grad.
Niebrugge, Eugene		x	✓							
Odum, Jacqueline 7		x	✓							
Papitto, Theodore		x	✓							
Price, Dale A		x	✓							

19 M  
4 W

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# STUDENTS ADMITTED ON FINAL PROBATION - SUMMER 1965

Name	Status Prior to Spring 1967			Status Close Spring 1969					In Sch. Sum 1969	
	W	D	Re	W	D	Re	Dr. Again	Grad		
Price, Dennis R. <sup>(1)</sup>	<del>x</del>	x	✓							
Reed, Thomas	x	✓								
Reedy, Lynda 7		x	✓							
Reinbolt, Darrell		x	x-dr ✓							
Riordan, Thomas								5/69		(208 hrs.)
Saunders, Louis R.		x	✓							
Sawyer, Donald E	w & ret			5/67						30 hrs → Grad.
Schanzle, James R		x	x-dr			6/68	11/68			
Schlie, Edwin R.		x	✓							
Shelton, Dianne 7		x	✓							
<sup>(LOVE)</sup> Sparks, Eliz. Ann 7		x	✓							
Starwalt, Donald R									Yes	186 → Grad.
Steinberg, Robt G		x	✓							
Stiff, Suzanne 7	x	✓								
Suttles, Jerry		x	✓							
Terrill, Phillip A		x	✓							
Tilley, Thomas		x	✓							
Vail, Richard E								3/69		(214 hrs.)
Vetter, John L		x	x-dr ✓							
Vitt, Carl		x	✓							
Waddell, Russell		x	✓							
Warfel, Janice 7		x	✓							
Wheeler, Chas. E				5/67						

18 M  
5W

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STUDENTS ADMITTED ON FINAL PROBATION - SUMMER 1965

Name	Status Prior to Spring 1967				Status Close Spring 1969					In Sch. Sum 1969
	W	D	Re		W	D	Re	Dr. Again	Grad	
Woods, Mary K. 7		x	✓							
Wright, Walter E 1 M 1 W		x					6/68			NO 164 → Grad.
TOTALS 75 Men	*9	59	10	8						
19 Women	*3	16	2	1						
94 Total	*12	75	12	9						
* 1 man, 1 woman later										
* 1 man expects to graduate										

7 8 9 10 11 12

not understand why since he was 3<sup>d</sup> Quarter and had 4 or less deficits \*

+15 +19 +27 +37 +39 +47 at this point, W69, has still only 169 hrs toward grad

note as Bennett \*

ending for students in school less than four  
have less than five deficits was passed in 1966.

# Memorandum

EASTERN ILLINOIS UNIVERSITY

Office of the President




TO Vice President Moody DATE July 21, 1969

On the face of it, it would seem reasonable that a freshman admitted on final probation have the final probation lifted completely after he has been here three quarters as a full time student and stayed in good standing those three quarters. I suspect that for many this would simply mean that instead of flunking out early in his sophomore year, he would flunk out a year or so later. Before action is taken on this, I would hope you could study the academic history of a sampling of students who entered on final probation, say four years ago, to see what happened to them.

Regardless of what is ultimately done after such a study with respect to freshmen admitted on final probation, I believe that no change is indicated for transfer students admitted on final probation.

I dislike holding back changes of this nature, but must observe that through the years most changes that are proposed from most any source seem to be in the direction of relaxing academic standards. This has been true for at least five or six years, I believe.

  
Quincy Doudna  
President

## EASTERN ILLINOIS UNIVERSITY

## Office of Vice President for Instruction

To: Members, CAA

Date: 11 July 1969

cc: President Doudna

Request that the attached Student Senate proposal concerning students admitted on final probation be considered by the Council.



m  
enc.

EASTERN ILLINOIS UNIVERSITY

STUDENT GOVERNMENT

*Speaker of the Senate*

RECEIVED  
JUL 10 1969

VICE PRESIDENT FOR INSTRUCTION

EASTERN ILL. UNIVERSITY

(217) 581-5621

July 9, 1969

Charleston, Illinois

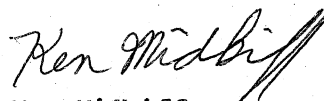
Vice President Moody  
Old Main  
Eastern Illinois University

Dear Dr. Moody:

The Senate feels that if a student has consistently shown his ability to meet Eastern's academic standards, that he should not have to continue under the heat of immediate expulsion.

We, therefore, recommend that students admitted on final probation be removed from final probation if they remain in good standing for one year.

Sincerely,



Ken Midkiff,  
Speaker of the Senate